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ABSTRACT

The Transfer Tracking System at Maryland's Frederick Community College (FCC) is designed to monitor the effectiveness of the college's transfer function by keeping track of student requests for transcripts to be sent to other institutions. Using this system, a study was undertaken at FCC to determine outcomes for the college's transfer function for fall 1994 to spring 1996. In 1994-95, 2,174 transcripts were requested and 430 students were confirmed as having transferred, while 2,509 transcripts were requested and 466 students enrolled in 1995-96. For 1996, FCC's transfer rate was calculated at 39% based on the number of students who indicated an intent to transfer, earned at least 12 credits in unduplicated credit enrollment, and transferred successfully. Finally, averaged findings from surveys conducted of transfers from 1990 to 1996 included the following: (1) the average age of transfer students was 25.1, compared 28.8 for all FCC students, and only 5.7% were minorities, compared to 12.2% of FCC students; (2) 96.4% of the transfer students were satisfied or very satisfied with the transfer process, compared to 84.6% for academic advising and 77.2% for specific transfer advising; and (3) 49.2% of the students reported losing no credits in transfer, while 83% reported losing less than seven. Data tables, a list of courses that were reported as not transferring, and student comments to open-ended questions are attached. (TGI)

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FREDERICK COMMUNITY COLLEGE TRANSFER TRACKING SYSTEM AND SUCCESSFUL TRANSFER SURVEY

VOLUME III

FALL 1994 - SPRING 1996

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FREDERICK COMMUNITY COLLEGE
TRANSFER TRACKING SYSTEM AND
SUCCESSFUL TRANSFER SURVEY

VOLUME III

FALL 1994 - SPRING 1996

JAMES M. HOLTON
ADMISSIONS/REGISTRATION OFFICE

FREDERICK COMMUNITY COLLEGE
TRANSFER TRACKING SYSTEM AND
SUCCESSFUL TRANSFER SURVEY
VOLUME III FALL 1994 - SPRING 1996

The Transfer Tracking System and the Successful Transfer Survey are now in their sixth year. The System has tracked over two thousand, five hundred former FCC students to nearly three hundred different four-year colleges and universities across the United States and even to some foreign countries.

The Successful Transfer Survey has been completed and returned by over one-thousand transfer students. This data has been compiled and distributed on a college, state, and nationwide basis.

A search of available resources assures us that there is no community college in the United States that publishes such an extensive and complete profile of the characteristics of its transfer students over time as does Frederick Community College.

The accumulation of data from the System and the Survey has brought into clearer focus the characteristics of our transfer students and enables us to answer some very critical questions about our transfer function.

For example, at FCC we know with a high degree of confidence that:

- Three out of four of our transfer students will transfer to one of 10 colleges:

Hood	Towson	Shepherd
UMCP	UMBC	Frostburg
Mt. St. Mary's	Salisbury	UMUC
West Virginia Univ.		

- More than one-half will transfer to just five:

Hood Towson Shepherd Frostburg UMCP

- About one-half of all of our successful transfer students will have earned the AA degree before transfer.
- The average FCC GPA of the successful transfer student will be approximately 3.10.
- Nearly one out of every six of FCC's successful transfer students will be awarded a scholarship from the four-year school based on academic achievement at FCC and that the average award will be about $3,000.
- Transfer to "prestigious," highly-selective colleges and universities by FCC students is a rare occurrence.
- Over 95% of FCC's transfer students are satisfied with the academic preparation for transfer they received at FCC and nearly 90% feel that their academic preparation was related to their major at the transfer college.
- Our typical transfer student will accumulate about 50 credits and will spend five semesters at FCC before transferring.
- A little less than one-third of our transfer students will live in college housing their first semester after transfer.
- The most popular majors for FCC transfer students at four-year colleges will be in the departments of Business/Management, Social/Behavioral Sciences, and Education.
- About one-half of all of our transfer students will report losing no credits in transfer and about 80% report losing six or fewer.
- The average age of the FCC transfer student is about 25 and a slight majority are females.

- About 5.5% of our transfer students are minorities; 2.5% are African-American.
- There is considerable evidence of gender-grouping by our transfer students into the areas of Education by females and into Engineering/Architectural/Technical/ Physical/Computer Sciences by males.
- Our transfer rate, or percentage of those students enrolled in a given academic year who have declared their intention to transfer and have accumulated at least twelve credits and actually transferred successfully to a four-year college or university, is 35%.

The charts and analyses that follow are a summary from school years 1994-95 and 1995-96. The Fall 1990 through the Spring 1992 semesters can be found in the first volume of ***Assessing the Transfer Function.*** The Fall 1992 through the Spring 1994 semesters can be found in the second volume. Copies of volumes I and II of this publication are available from the Admissions/Registration Office.

Results of Confirmed Transfer Activity 1990/91 to 1995/96						
	1990/91	1991/92	1992/93	1993/94	1994/95	1995/96
Primary Institutions	278	347	374	373	318	368
Miscellaneous Institutions	68	76	67	92	112	98
TOTAL	346	423	441	465	430	466

DEFINITIONS OF TRANSFER ACTIVITY

As a result of a survey of the transcripts of those students having transferred successfully, the following nine mutually exclusive categories of transfer activity have been identified:

1. "Cohen Transfers" - students enrolling at FCC with no previous college education, earning a minimum of 12 credits, and enrolling at a four-year institution within five years.

2. Reverse Transfers - students who would qualify as Cohen Transfers but have attended another college previous to enrolling at FCC.

3. Native Transfers - students enrolled at other colleges enrolling for courses at FCC and having those credits transferred back to their "home" college. This category includes Hood and Mount St. Mary's Exchange students taking classes at FCC.

4. SOC Transfers - Military personnel taking classes at FCC, having military and other educational experiences evaluated and later transferring to another institution near a new base of assignment.

5. Community College and Proprietary Transfers - students who transfer from FCC to other two-year institutions for specialized programs or continued lower-division coursework. Some would qualify as Cohen transfers if they had transferred to a four-year college.

6. Old Transfers - Former FCC students transferring to two- and four-year institutions after more than a five-year absence in enrollment at FCC.

7. Open Campus Transfers - former FCC Open Campus (12th grade) students transferring their credits to a four-year college prior to their enrollment as freshmen.

8. Certification Transfers - students enrolling for specific courses at FCC needed for certification (CPA, teaching, graduate school pre-requisites) and having their transcripts sent to graduate schools or certifying agencies.

9. Short-time Transfers - students who would qualify as Cohen transfers, but who have earned less than 12 credits at FCC.

Transfer categories #1 and #2 (Cohen and Reverse) constitute what is generally regarded as "traditional" transfer activity and form the basis of further statistical analysis of FCC's transfer effectiveness.

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CALCULATING A TRANSFER RATE FOR FREDERICK COMMUNITY COLLEGE

Frederick Community College has chosen to define its student transfer rate in terms on the following definition:

$$\frac{\text{Number of Transfers}}{\text{Students indicating intent to transfer having earned at least 12 credits in total unduplicated enrollment}} = \text{Transfer Rate}$$

This definition divides the number who actually transferred during one academic year by the total number of unduplicated students enrolled during that year indicating intent to transfer and who have earned at least 12 credit hours.

1996 Transfer Rate Calculation

$$\frac{466}{2845 \times .42^{*}} = \frac{466 \text{ - students transferring}}{1195 \text{ - students intending to transfer who have completed 12 credits}} = \text{1996 FCC Transfer Rate} = 39.0\%$$

FCC's transfer rate has increased from 30.6% to 39.0% since the initial calculation in 1991. Most probably this increase is the result of a significant shift in the number of students enrolling with the intent to transfer. This indication of intent to prepare for transfer has increased from 26.3% in Fall 1992 to 37.6% in Fall 1996.

* Percentage of students indicating intent to transfer is higher among those having earned at least 12 credits.

Results of Confirmed Transfer Activity Fall 1994/Spring 1995

Primary Study Institutions (All in Maryland except as noted)	No. of FCC Transcripts Sent	No. of Cohen Transfers*	No. of Reverse Transfers**	Fall& Spring Total
Hood College	168	42	20	62
Towson State University	136	26	16	42
Frostburg State University	139	36	6	42
Univ. of Maryland College Park	127	20	11	31
Univ. of Maryland Balt. Co.	79	21	8	29
Mt. St. Mary's College	51	19	9	28
Shepherd College (W.VA)	99	20	6	26
Univ. of Maryland Univ. Coll.	49	7	7	14
Salisbury State University	60	6	4	10
Western Maryland College	26	5	3	8
West Virginia University (W.VA)	45	5	0	5
Univ. of Maryland at Baltimore	21	3	1	4
James Madison University (VA)	15	3	1	4
Shippensburg University (PA)	15	3	1	4
University of Baltimore	12	3	1	4
St. Mary's College of MD	15	3	0	3
Capitol College	8	1	0	1
George Mason University (VA)	8	1	0	1
Virginia Tech. (VA)	12	0	0	0
Radford University (VA)	6	0	0	0
Sub Total	1091	224	94	318
Miscellaneous Institutions	1083	68	44	112
GRAND TOTAL	2174	292	138	430

* Number of FCC transfers registering at receiving institution who met Cohen transfer criteria.

** Number of FCC transfers registering at receiving institution who met Cohen transfer criteria but who attended another college prior to enrolling at FCC.

Results of Confirmed Transfer Activity Fall 1995/Spring 1996

Primary Study Institutions (All in Maryland except as noted)	No. of FCC Transcripts Sent	No. of Cohen Transfers*	No. of Reverse Transfers**	Fall& Spring Total
Hood College	184	52	23	75
Frostburg State University	117	35	13	48
Towson State University	144	32	13	45
Univ. of Maryland College Park	163	33	11	44
Shepherd College (W.VA)	114	26	11	37
Univ. of Maryland Balt. Co.	104	24	6	30
Salisbury State University	66	18	2	20
Mt. St. Mary's College	50	12	7	19
Univ. of Maryland Univ. Coll.	55	9	7	16
West Virginia University (W.VA)	44	12	1	13
Western Maryland College	28	6	2	8
James Madison University (VA)	18	1	3	4
Shippensburg University (PA)	12	1	1	2
St. Mary's College of MD	13	2	0	2
University of Baltimore	9	2	0	2
Capitol College	3	1	0	1
George Mason University (VA)	8	0	1	1
Virginia Tech. (VA)	21	0	1	1
Radford University (VA)	4	0	0	0
Univ. of Maryland at Baltimore	38	0	0	0
Sub Total	1195	266	102	368
Miscellaneous Institutions	1314	65	33	98
GRAND TOTAL	2509	331	135	466

* Number of FCC transfers registering at receiving institution who met Cohen transfer criteria.

** Number of FCC transfers registering at receiving institution who met Cohen transfer criteria but who attended another college prior to enrolling at FCC.

Ranking of Top Ten Transfer Schools 1990-1996						
	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
1	Hood	Hood	Hood	Hood	Hood	Hood
2	Frostburg	Towson	Towson	Shepherd	Towson	Frostburg
3	Towson	Shepherd	Frostburg	Frostburg	Frostburg	Towson
4	UMCP	UMCP	UMCP	Towson	UMCP	UMCP
5	Shepherd	UMBC	Shepherd	UMBC	UMBC	Shepherd
6	UMBC	Frostburg	UMBC	UMCP	Mt. St. Mary's	UMBC
7	Mt. St. Mary's	Mt. St. Mary's	Salisbury	Salisbury	Shepherd	Salisbury
8	UMUC	Salisbury	Mt. St. Mary's	Mt. St. Mary's	UMUC	Mt. St. Mary's
9	Salisbury	UMUC	UMUC	UMUC	Salisbury	UMUC
10	WVU	WVU	WVU	WVU	Western MD	WVU

12

13

HIGHLIGHTS: FREDERICK COMMUNITY COLLEGE TRANSFER ACTIVITY STUDY 1994-1995

Institutions	No. of Transfers	% Responding to Survey	# Males	# Females	AGES 19-22	AGES 23-30	AGES 30+	Avg. Age	Avg. FCC Cred.	% Not Losing Cred.	% Losing Less Than 4 cred.	% Satis. w/Orient. & Adv.	% Satis. w/Acad. Prog.	Minority Trans.	Avg. FCC GPA	Avg. FCC Terms	FT/PT Ratio	Res. Status
Hood	62	50	19	43	16	14	28	31.0	56	53	60	100	97	5	3.35	7.5	23/8	0 RH 2 PR 29*HO
Towson	42	52	15	27	26	11	5	24.0	53	43	67	82	91	6	2.87	5.1	3/18	12*RH 4 PR 6 HO
Frostburg Campus & Hagers	42	40	19	23	29	6	7	24.5	51	53	65	88	100	2	2.84	5.9	5/12	11 RH 0 PR 6 HO
UMCP	31	55	14	17	14	11	6	25.0	50	29	53	65	94	4	3.19	4.8	3/14	6 RH 5*PR 6 HO
UMBC	29	38	17	12	18	8	3	23.8	53	64	73	73	100	4	3.20	5.2	2/10	4 RH 0 PR 7 HO
Mt. St Mary's	28	61	13	15	13	8	7	26.9	62	76	82	88	100	0	3.29	6.6	5/13	0 RH 1 PR 16 HO
Shepherd	26	58	10	16	12	9	4	24.9	53	40	53	87	100	0	3.00	5.5	2/13	6 RH 2 PR 7 HO
UMUC	14	36	4	10	0	3	2	34.0	41	86	60	75	100	0	3.55	6.8	4/1	0 RH 1 PR 4 HO
Salisbury	10	20	5	5	10	0	0	21.1	40	100	100	50	100	0	2.92	4.1	1/1	1 Rh 1 PR 0 HO
Western Maryland	8	63	4	4	4	2	2	26.8	35	40	40	80	100	0	3.35	4.3	1/4	0 RH 0 PR 5 HO
TOTALS	292	47.3	120	172	142	72	64	26.2	49.4	55.8	65.3	78.8	98.2	21	3.15	5.48	49/94	40 RH 28% 16 PR 11% 86 HO 61%

*Highest number in category RH = Residence Hall PR = Private Residence HO = Home

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1994-95

Institutions	No Major Indicated	Business/ Management	Engineering/Arch/ Tech. Sci.	Math/Computer Science	Education	Social/Behavioral Science	Rec/PE/Health/ Allied Health	Fine Arts/ Communication	Natural/Phys. Science	English Lit./ Journalism	Agriculture/ Animal Science
Hood	4*	7	1	1	0	7*	1	5*	2	2	0
Towson	2	2	0	2*	7*	2	1	4	1	0	0
Frostburg	3	6	0	0	2	4	0	0	2	0	0
UM CP	1	3	2*	2*	1	3	0	0	0	3*	2*
UMBC	0	0	0	0	0	4	3	0	4*	0	0
Mt. St. Mary's	1	8*	0	2*	4	2	0	0	1	0	0
Shepherd	1	4	0	1	3	1	4*	1	0	0	0
UMUC	0	2	0	1	0	1	0	0	0	1	0
Salisbury	0	0	0	0	0	2	0	0	0	0	0
Western MD	1	1	0	0	0	2	0	1	0	0	0
TOTALS	13 9.2%	33 23.4%	3 2.1%	9 6.4%	17 12.0%	28 19.8%	9 6.4%	11 7.8%	10 7.2%	6 4.2%	2 1.4%

* Highest number in category

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HIGHLIGHTS: FREDERICK COMMUNITY COLLEGE TRANSFER ACTIVITY STUDY 1995-1996

Institutions	No. of Transfers	% Responding to Survey	# Males	# Females	AGES 19-22	AGES 23-30	AGES 30+	Avg. Age	Avg. FCC Cred.	% Not Losing Cred.	% Losing Less Than 4 cred.	% Satis. w/Orient. & Adv.	% Satis. w/Acad. Prog.	Minority Trans.	Avg. FCC GPA	Avg. FCC Terms	PT/FT Ratio	Res. Status
Hood	75*	43	13	62*	14	19*	42*	32.5*	56*	57	83	83	93	4*	3.31	7.4	12/20	0 RH 3 PR 29*HO
Frostburg Campus & Rogers	38	42	26	22	30	12	6	23.3	48	35	80	90	95	2	2.96	4.9	7/14	11 RH 3 PR 6 HO
Towson	45	56	25	20	29	12	4	22.7	49	42	75	74	100*	2	3.07	4.6	3/22	14*RH 3 PR 8 HO
UMCP	44	34	30*	14	34*	8	2	22.1	50	33	47	79	93	3	2.93	4.7	3/11	4RH 5*PR 6 HO
Shepherd	37	30	20	17	22	11	4	24.0	55	75	83	91	100*	0	2.99	5.7	2/9	2 RH 1 PR 8HO
UMBC	30	30	10	20	18	5	7	25.9	48	33	56	75	100*	1	3.09	5.5	2/7	4 RH 1 PR 4 HO
Salisbury	20	20	10	10	15	5	0	21.6	43	75	75	75	100*	3	2.56	4.0	0/4	2 RH 2 PR 0 HO
Mt St Mary's	19	63*	12	7	9	7	3	24.8	53	83*	83	83	92	0	3.50*	4.5	0/12	0 RH 3 PR 9 HO
UMUC	16	44	10	6	0	7	9	32.2	50	71	100*	100*	100*	2	2.96	8.6*	7/0	0 RH 0 PR 7 HO
WVU	13	38	10	3	12	1	0	20.5	38	40	80	60	100*	0	2.63	3.8	1/4	4 RH 1 PR 0 HO
TOTALS	347	40.0	166	181	183	87	77	24.9	49.0	54.4	76.2	81.0	97.3	17	3.00	5.3	47/165	41 RH 29% 22 PR 16% 77 HO 55%

*Highest number in category RH = Residence Hall PR = Private Residence HO = Home

18

19

1995-96

Institutions	No Major Indicated	Business/ Management	Engineering/Arch/ Tech. Sci.	Math/Computer Science	Education	Social/Behavioral Science	Rec/PE/Health/ Allied Health	Fine Arts/ Communication	Natural/Phys. Science	English Lit./ Journalism	Agriculture/ Animal Science
Hood	1	6	0	1	6*	10*	2*	1	3*	1	0
Towson	0	6	0	2*	3	6	2*	4*	0	2*	0
Frostburg	2*	7*	0	1	1	6	0	1	1	0	1
UMCP	0	1	3*	0	1	5	2*	0	1	0	1
Shepherd	1	2	1	0	4	2	1	0	0	0	0
UMBC	0	0	1	2*	0	4	0	0	0	1	0
Mt. St. Mary's	0	7	0	0	4	1	0	0	0	0	0
Salisbury	0	2	0	0	2	0	0	0	0	0	0
UMUC	0	2	1	1	0	2*	1	0	0	0	0
WVU	0	1	0	0	0	1	1	0	0	0	2*
TOTALS	4	34	6	7	21	37	9	6	5	4	4

* Highest number in category

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Miscellaneous Group

Among the institutions represented in the Miscellaneous Group with confirmed Cohen and Reverse transfers from 1990 to 1996 were:

Allegany College
Ambassador College
Amherst College
The American University
Andrews University
Antioch College
Appalachain State University
Arizona State University
Armstrong State University
Art Institute of Pittsburgh
Auburn University
Austin Peay State University
Averett College
Ball State University
Baptist College of Pennsylvania
Bastyr College
Baylor University
Bethany College
Bloomsburg University of PA
Bluefield State College
Bob Jones University
Bowie State University
Bowling Green State University
Bridgewater College
Brigham Young University
California State University-Long Beach
California State University-Dominguez Hills
California State University-Northridge
California State University-Sacramento
California Coast University
California University of PA
Cameron University
Campbell University
Carniege-Mellon University
Carson-Newman College
Carthage College
Catawba College
Catholic University of America
Centenary College
Central Connecticut State University
Central Texas College
Chaminade University
Champlain College
Chapman University
Cincinnati Bible College
Clarion University
Clark College
Clayton State College
Clemson University
Coastal Carolina University
Coker College
College of Charleston
College of the Desert
College of Notre Dame
Colorado Institute of Art
Colorado State University
Columbus College
Columbia Union College
Corcoran School of Art
Cornell University
Davis and Elkins College
Del Mar College
Delaware State College
Drexel University
Duquesne University
East Carolina University
East Stroudsburg University
East Tennessee State University
Eastern Mennonite College
Eastern Michigan University
Eastern Nazarine College
Eastern New Mexico University
Elon College
Embry-Riddle University
Emerson College
Evergreen State College
Fairleigh Dickenson University
Fairmont State College
Ferrum College
Fitchburg State College
Flagler College
Florida Institute of Technology
Florida State University

Franklin Pierce College
Gannon University
George Washington University
Georgia College
Georgia Southern College
Glenville State College
Graceland College
Grove City College
Hampshire College
High Point College
Howard University
Illinois State University
Indiana State University
Indiana University
Indiana Unversity of PA
Ithaca College
Johns Hopkins University
Johnson & Wales University
Kennedy-Western University
Kutztown University
Lee College
Liberty University
Life Bible College
Livingstone University
Loch Haven University
Long Beach City College
Longwood College
Louisburg College
Louisiana State University
Loyola College of Maryland
Lycoming College of MD
Mankato State University
Marshall University
Maryland Institute College of Art
Marymount University
Massachusettes Maritine Academy
Mercer University
Meredith College
Mesa State College
Messiah College
Miami University
Midwestern University
Millersville University
Morgan State University
National-Louis University
New College of California
New Mexico State University
New York University
Nichols State University
Norfolk State University
North Carolina A & T State University
North Carolina School of the Arts
North Carolina State University
North Carolina Wesleyan College
North Central Bible College
Northeast Missouri State University
Northeastern University
Northern Arizona University
Northern Illinois University
Northwestern State University
Ohio State University
Ohio University
Oklahoma City University
Oklahoma State University
Pace University
Palomar College
Parks College of St.Louis University
Penn State-Harrisburg
Philadelphia Coll of the Bible
Potomac College
Purdue University
Purdue University at Indianapolis
Queen's College
Randolph-Macon College
Regis College
Richland College
Ricks College
Rider College
Ringling School of Art & Design
Roanoke College
Robert Morris College
Rocky Mountain College
Rutgers University
Salem-Teikyo University
San Antonio College
San Diego State University
Santa Clara University
Savannah College of Art and Design
Savannah State College
Shenandoah University
Slippery Rock University
Southeastern Illinois University

Southeastern Louisiana University
Southern College
St. Francis College
St. John's College
St. Joseph's College (ME)
St. Joseph's University
St. Louis University
St. Mary's College of Indiana
Strayer College
SUNY - Brockport
SUNY - Cortland
SUNY Regents College
Syracuse University
Temple University
Texas A & M University
Texas Technical University
Texas Women's University
The New School
Thomas College
Thomas Edison State College
Trinity College
Unity College
University of Alabama
University of Alaska-Anchorage
University of Alaska-Fairbanks
University of Canterbury (New Zealand)
University of Central Florida
University of Delaware
University of Evansville
University of Findlay
Univeristy of Florida
University of Idaho
University of Kentucky
University of Maryland Eastern Shore
University of Miami-Florida
University of Missouri
University of Montana
University of New Hampshire
University of New Mexico
University of New Orleans
University of North Carolina-Asheville
University of North Carolina-Chapel Hill
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University of North Carolina-Greensboro
University of North Carolina-Wilmington
University of Oregon
University of Phoenix
University of Pittsburgh-Johnstown
University of Rhode Island
University of S.W. Louisiana
University of South Carolina-Columbia
University of South Carolina-Sumter
University of South Florida
University of Southern California
University of Southern Mississippi
University of Staten Island
University of Tampa
University of Tennessee
University of Texas-Dallas
University of Texas-San Antonio
University of Tulsa
University of Virginia
University of Washington
University of West Florida
University of Wyoming
Upper Iowa University
Valdasta State College
Valley Forge Christian College
Villa Julie College
Villanova University
Virginia Commonwealth University
Virginia State University
Walsh College
Washington University
Wayland Baptist University
Wayne State University
West Chester University of PA
Western New England College
Western State College
Western Wyoming College
Westminster College
Widener University
Wilmington College
Wilson College
Wright College
York College of PA

ACADEMIC CHARACTERISTICS AND STATUS PRIOR TO TRANSFER

The typical FCC transfer student has completed at least five academic terms (not counting summer sessions) prior to transfer. However, the average number of credits earned is 50.5 which means most transfer students will have to complete at least five additional semesters after transferring in order to complete the baccalaureate degree.

One-half of all FCC transfer students have earned the associate degree prior to transfer. Since most (55%) transfer students transfer to institutions within the UMS or to other colleges that give preference in transfer evaluation to the associate degree, it is likely that a majority of students will lose very little credit in transfer (this assumption is supported by data presented in a later section).

General Studies, Business Administration, and Teacher Education are the three most popular FCC majors for transfer students. Over two-thirds (67%) of transfer students indicate one of these three curricula. Of the more than 50 other degree programs available at FCC, only four are chosen by more than 3% of transfer students.

Survey Results of Academic Characteristics and Status Prior to Transfer

Average Number of FCC Terms Completed Before Transfer						
1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	Average
5.09	5.13	5.23	5.17	5.56	5.33	5.25

Average FCC GPA of Transfer Students						
1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	Average
3.18	3.06	3.12	3.13	3.08	3.06	3.10

Average Number of FCC Credits Earned Prior to Transfer						
1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	Average
55.2	48.9	52.2	48.6	49.7	48.7	50.5

Percentage of Transfer Students Earning an AA degree Before Transfer						
1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	Average
59.8%	50.6%	51.9%	47.3%	48.8%	48.7%	51.2%

Most Popular FCC Major of Transfer Students							
	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	Average
General Studies	35.2%	41.6%	45.2%	42.3%	38.8%	45.0%	41.4%
Business Administration	26.7%	21.7%	22.9%	17.2%	16.6%	14.4%	19.9%
Education	4.0%	6.4%	7.7%	7.7%	5.8%	7.2%	6.5%
Computer Sci./Info. Mgmt.	--	--	--	--	4.0%	2.5%	3.3%
Art	--	--	--	--	4.7%	1.5%	3.1%
Engineering	--	--	--	--	--	4.2%	4.2%

(All Others Are Less Than 4%)

SUCCESSFUL TRANSFER SURVEY

The second phase of the study involved a survey mailed to each of the students identified as having transferred successfully to a four-year college or university. To increase response rates, after a five-week period has elapsed from the first mailing, a second mailing was sent to those who had not responded. An average response rate of 45 percent has been maintained over the span of the survey.

Survey Response Rate
1990 - 1996

1990-91	1991-92	1992-93	1993-94	1995-96	Average
51.2%	51.0%	40.0%	45.8%	34.8%	44.5%

DEMOGRAPHIC DATA

FCC transfer students do not mirror the distributions by gender, race, and age in the overall student population. Transfer students tend to be younger (25.1 years of age to 28.8), more heavily male (43.9% male to 37.7%), and less likely to be minority (5.7% to 12.2%).

Survey Results of Demographic Data

Average Age of Transfer Students						
1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	Average
24.5	24.7	24.8	25.2	25.7	25.5	25.1

Sex							
	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	Average
Male	37.3%	47.8%	45.9%	43.4%	42.2%	47.2%	43.9%
Female	62.7%	52.2%	54.1%	56.6%	57.8%	52.8%	56.1%

Distribution of Transfer Students By Race							
	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	Avg.
American Indian	0.6%	0.2%	0.2%	0.7%	0.5%	0.4%	0.4%
Black	0.6%	2.6%	2.2%	3.5%	3.7%	2.3%	2.5%
Asian	1.0%	1.4%	0.5%	1.1%	1.6%	1.5%	1.2%
Hispanic	0.6%	0.5%	0.5%	1.1%	0.8%	0.2%	0.6%
White	96.6%	94.2%	95.6%	93.0%	92.1%	94.3%	94.3%
Other	0.6%	1.1%	0.2%	0.7%	1.3%	1.3%	0.9%

DEGREE OF SATISFACTION WITH THE TRANSFER PROCESS

Transfer students express high degrees of satisfaction in their academic program at FCC as well as the services provided them to assist in the transfer process. Students are most satisfied with their academic program at FCC with 96.4% reporting that they were satisfied or very satisfied. Eighty-five percent expressed satisfaction with the general academic advising they received while 77% were satisfied with their specific transfer advising. While not all colleges and universities conduct special advising and orientation programs for transfer students, 83% of FCC transfer students report satisfaction with the advising and orientation they received at the transfer school.

Survey Results of Degree of Satisfaction with the Transfer Process

Satisfaction with FCC Academic Program							
	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	Avg.
Very Satisfied	52.6%	55.1%	50.5%	50.8%	47.4%	55.5%	51.9%
Satisfied	44.6%	43.2%	44.7%	45.0%	48.0%	41.5%	44.5%
Not Satisfied	2.8%	1.6%	4.8%	4.2%	4.6%	3.0%	3.6%

Satisfaction with FCC Academic Advising							
	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	Avg.
Very Satisfied	41.9%	38.2%	35.1%	37.2%	33.5%	43.2%	38.2%
Satisfied	45.3%	42.5%	50.5%	42.9%	53.9%	43.2%	46.4%
Not Satisfied	12.8%	19.3%	14.4%	19.9%	12.6%	13.6%	15.4%

Satisfaction with FCC Transfer Advising							
	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	Avg.
Very Satisfied	30.8%	32.9%	20.5%	27.5%	30.8%	33.7%	29.4%
Satisfied	47.9%	34.2%	56.2%	47.8%	51.9%	48.7%	47.8%
Not Satisfied	21.3%	32.9%	23.2%	24.6%	17.3%	17.5%	22.8%

Satisfaction with Orientation/Advising at Transfer School							
	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	Avg.
Very Satisfied	27.6%	37.8%	39.0%	35.5%	34.3%	40.0%	35.7%
Satisfied	52.3%	42.3%	46.2%	46.0%	50.6%	44.8%	47.0%
Not Satisfied	20.1%	19.9%	14.8%	18.2%	15.1%	15.2%	17.3%

ACADEMIC CHARACTERISTICS AND SATISFACTION AFTER TRANSFER

Nearly one-half (49.2%) of FCC transfer students report losing no credits in transfer and better than three out of four (83%) report losing less than seven. High credit loss most frequently occurs among those students who have accumulated more than 60 credits prior to transfer or those students who have completed non-transfer career or technical associate degree programs.

More than 90% of transfer students indicate that their FCC academic program was directly or somewhat related to their major at the transfer school.

While less than one-third of FCC transfer students reside in on-campus housing their first semester after transfer, nearly one-half (49%) report to living away from home (either on-campus or in private residences off campus).

Seventy-two percent of all transfer students report attending full-time their first semester after transfer. This is in contrast to the full-time/part-time ratio in the general FCC student population where only 38% are full-time.

One in six FCC transfer students report receiving an academic scholarship from the transfer school based on their academic performance at FCC prior to transfer. The average award reported is $3,230.

Transfer students report a high degree of satisfation with the academic program at the transfer school. On average, 93% report being satisfied or very satisfied during the first semester after transfer.

Survey Results of Academic Characteristics and Status After Transfer

FCC Program Related to Major at Transfer School							
	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	Average
Directly	48.0%	49.8%	53.6%	50.3%	42.3%	49.4%	48.9%
Somewhat	44.1%	40.3%	38.4%	39.8%	50.9%	38.6%	42.0%
Not Related	7.9%	9.9%	8.0%	9.9%	6.9%	12.0%	9.1%

Number of Credits Not Accepted in Transfer							
	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	Average
All Accepted	48.6%	49.0%	48.5%	48.7%	51.2%	49.1%	49.2%
1-3	12.6%	23.0%	17.9%	12.7%	14.5%	24.5%	17.5%
4-6	16.6%	9.2%	14.8%	11.6%	16.3%	11.0%	13.3%
7-12	12.6%	10.5%	13.6%	15.9%	10.5%	10.4%	12.2%
13-20	4.6%	2.5%	2.4%	6.9%	4.7%	1.8%	3.8%
>21	5.1%	5.9%	3.0%	4.2%	2.9%	3.1%	4.0%

Residential Status After Transfer							
	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	Average
Residence Hall	33.9%	26.9%	31.9%	23.3%	31.6%	29.8%	29.5%
Private Residence (off campus)	17.5%	21.0%	21.8%	20.6%	14.4%	19.5%	19.1%
At Home	48.6%	52.1%	46.5%	56.1%	54.0%	50.6%	51.4%

Enrollment Status After Transfer							
	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	Average
Full-time	74.6%	71.3%	75.4%	68.4%	68.0%	74.4%	72.0%
Part-time	25.4%	28.7%	24.6%	31.6%	32.0%	25.6%	28.0%

Percentage Reporting Receiving Academic Scholarship at Transfer School						
1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	Average
14.7%	15.9%	19.3%	13.4%	17.7%	16.8%	16.3%

Average Amount of Scholarship Received						
1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	Average
$3,254	$2,935	$3,611	$1,950	$3,313	$4,321	$3,230

Satisfaction with Academic Program at Transfer School							
	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	Average
Very Satisfied	45.7%	50.6%	49.1%	52.4%	48.0%	52.8%	49.7%
Satisfied	46.3%	35.8%	45.3%	40.2%	47.4%	44.2%	43.2%
Not Satisfied	8.0%	13.6%	5.6%	7.4%	4.6%	3.1%	7.1%

Choice of Major at the Transfer School						
	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
Business/ Management	29.4	28.5	30.7	25.0	24.4	22.8
Engineering/Arch./ Tech. Sci.	7.3	2.5	4.2	5.9	2.9	3.7
Math/Comp. Sci.	4.5	6.2	5.7	4.3	5.8	5.6
Education	14.7	13.2	12.7	18.1	11.0	14.8
Social/Behavioral Science	19.2	22.3	18.4	20.2	18.6	26.5
Rec/PE/Health/ Allied Health	6.8	9.9	9.9	6.9	7.0	7.4
Fine Arts/ Communication	9.0	7.4	9.4	6.9	8.7	4.9
Natural/Phys. Sci.	5.1	3.3	3.3	5.9	6.4	5.6
English/Lit./Journalism	1.1	4.5	1.4	2.1	4.7	2.5
Agriculture/Animal Sci.	1.7	1.2	1.9	.5	1.7	3.1
Other-No Major Indicated	1.1	.8	2.4	4.2	5.8	3.1

One of the questions on the Successful Transfer Survey involves FCC courses that did not transfer. Respondents are asked to list all courses that did not transfer and assign one of seven reasons.

One-half (51%) of all courses reported by students as not transferring to the four-year institution were listed as "not equivalent to course at _____ (college/university)." The second most cited reason for courses not transferring was, "not applicable to major" (14%), followed by "grade below C" (8%), and "above credit limit allowable" (6%).

Among the non-career and technical courses listed as not transferring because the course was not equivalent to the course at the transfer college, the most often listed FCC courses were:

MA110
SD100
BI101
HE204

In some cases, students' reasons for courses not transferring do not match known articulation agreements. Their responses might be the result of incorrect transfer evaluations by the transfer school, incorrect reasons given to students for courses not transferring, or students' inaccurate responses to question.

A summary from the Fall 1994, Spring 1995, Fall 1995, and Spring 1996 surveys follows:

COURSES REPORTED THAT DID NOT TRANSFER

COURSE TITLE	REASON	SCHOOL
All RT	Not applicable to major	Towson
AR104	Not applicable to major	Univ. South Florida
AR104	Not applicable to major	Mt. St. Mary's
AR106	Grade below "C"	
AR107	Not equivalent to course at...	MD Inst. College of Art
AR109	Advisor here said not necessary	Towson State
BI201	Not equivalent to course at...	Shepherd
BI202	Not equivalent to course at...	Hood
BU101	Grade below "C"	Univ. of Delaware
BU101	Grade below "C"	Frostburg
BU101	Other-took too long ago to transfer	Frostbrug
BU102	Grade below "C"	Hood
BU102	Not equivalent to course at...	Frostburg
BU102	Other-took too long ago to transfer	Frostburg
BU102	Grade below "C"	Bowling Green State Univ.
BU103	Not equivalent to course at...	Mount Saint Mary's
BI100	Not equivalent to course at...	Shepherd
BI101	Grade below "C"	Mount Saint Mary's
BI101	Grade below "C"	Towson
BI101	Grade below "C"	Hood
BI101	Not equivalent to course at...	UMCP
BI101	Not equivalent to course at...	UMCP
BI101	Not equivalent to course at...	Towson
BI102	Not equivalent to course at...	UMCP
BI201	Not equivalent to course at...	Hood
BI201	Not equivalent to course at...	UMCP
BU103	Grade below "C"	Towson
BU103	Grade below "C"	WVU
BU107	Grade below "C"	Frostburg
BU107	Above credit limit allowable	College of Notre Dame
BU201	Not equivalent to course at...	Frostburg
BU203	Unknown	Towson
BU213	Grade below "C"	Mount Saint Mary's
BU227	Not equivalent to course at...	UMCP
BU270	Above credit limit allowable	College of Notre Dame
CE101	Not equivalent to course at...	UMCP
CE101	Not equivalent to course at...	UMBC
CE201	Not equivalent to course at...	Western Maryland
CE201	Coop Ed Wk Exp I	Hood
CE202	Coop Ed WK Exp I	Hood

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CIS100	Not equivalent to course at...	UMCP
CIS100	Not equivalent to course at...	Frostburg
CIS100	Not equivalent to course at...	Frostburg
CIS100	Not equivalent to course at...	Hood
CIS100	Not equivalent to course at...	Hood
CIS100	Not equivalent to course at...	UMCP
CIS101	Not equivalent to course at...	Hood
CIS101	Not equivalent to course at...	Hood
CIS101	Not equivalent to course at...	Hood
CIS101	Not equivalent to course at...	Frostburg
CIS101	Not equivalent to course at...	Saint Mary's College
CIS108	Not equivalent to course at...	UMCP
CIS108	Not equivalent to course at...	UMCP
CIS108	Not equivalent to course at...	Frostburg
CIS111A	Not equivalent to course at...	Hood
CIS111A	Not equivalent to course at...	UMBC
CIS111B	Not equivalent to course at...	Hood
CIS111C	Unknown	Frostburg
CIS111C	Not equivalent to course at...	Hood
CIS111G	Not equivalent to course at...	Hood
CIS205	Not equivalent to course at...	UMCP
CIS220	Grade below "C"	Hood
CJ101	Not equivalent to course at...	U of NC-Wilmington
CJ101	Not offered at current college	Appalachian State Univ.
CJ101	Not applicable to major	Frostburg
CJ110	Grade below "C"	Shippensburg
CM103	Above credit limit allowable	Hood
CM103	Not equivalent to course at...	Shepherd
CM105	Not equivalent to course at...	MD Inst. College of Art
CM105	Not equivalent to course at...	Western Maryland
CON125	Not applicable to major	Towson
CON126	Not applicable to major	Towson
CON227	Not applicable to major	Towson
CON228	Not applicable to major	Towson
DA110	Other-Not a Science	Western MD.
DR101	Not applicable to major	Mt. St. Mary's
DR101	Not equivalent to course at...	Saint Mary's College
DR121	Not equivalent to course at...	MD Inst. College of Art
ECD104	Not applicable to major	UMCP
ED/PS208	Grade below "C"	Towson
ED/PS208	Not applicable to major	Towson
EG105	Not equivalent to course at...	Frostburg
EG110	Not applicable to major	Towson
EN050A	Developmental	Hood
EN101	Grade below "C"	Frostburg
EN101	Not equivalent to course at...	Towson

EN101	Grade below "C"	West Virginia U.
EN101	Not equivalent to course at...	Rocky Mtn. College
EN101	Wouldn't accept AP exam	Towson
EN101	Not equivalent to course at...	UMUC
EN101	Developmental	UMCP
EN101	Not equivalent to course at...	Towson
EN102	Not applicable to major	Mt. St. Mary's
EN102	Not equivalent to course at...	Towson
EN103	Not equivalent to course at...	Saint Mary's College
EN115	Not equivalent to course at...	UMCP
EN117	Not equivalent to course at...	UMBC
EN117	Only a two credit course	Hood
EN117	Not equivalent to course at...	Frostburg
EN206	Not equivalent to course at...	UMCP
EN210D	Not applicable to major	Mt. St. Mary's
EN216	Not equivalent to course at...	Frostburg
HE200	Grade below "C"	Frostburg
HE204	Not equivalent to course at...	UMCP
HE204	Not equivalent to course at...	Towson
HE204	Not equivalent to course at...	UMCP
HE204	Not equivalent to course at...	UMCP
HE204	Do not offer on campus	Saint Mary's College
HE204	Not equivalent to course at...	UMCP
HI101	Grade below "C"	West Virginia U
HI201	Grade below "C"	Towson
HI202	Not equivalent to course at...	Shepherd
HI212	Different level at...	Frostburg
HS/CM102	Not equivalent to course at...	Western Maryland
HS101	Not equivalent to course at...	Hood
HS101	Not equivalent to course at...	Saint Mary's College
HS101	Not equivalent to course at...	Western Maryland
HU202	Not equivalent to course at...	Frostburg
HU202	Above credit limit allowable	UMBC
ID112	Developmental	UMBC
ID112	Not equivalent to course at...	St. Francis College
ID112	Not equivalent to course at...	Towson
ITR103	Not equivalent to course at...	Shepherd
LA101	Not applicable to major	UMBC
LA101	Not applicable to major	Frostburg
LA102	Not applicable to major	Frostburg
LA110	Not applicable to major	Frostburg
LA120	Not applicable to major	Frostburg
LA210	Not applicable to major	Frostburg
LA220	Not equivalent to course at...	UMCP
LA220	Not applicable to major	Frostburg
LA230	Not applicable to major	Frostburg

LA230	Not equivalent to course at...	UMCP
LF101	Not equivalent to course at...	UMCP
LF102	Not equivalent to course at...	UMCP
MA049	Developmental	Towson
MA049	Developmental	Hood
MA050	Developmental	Hood
MA050	Developmental	UMUC
MA050	Developmental	Towson
MA050	Developmental	Frostburg
MA050	Developmental	Towson
MA050	Developmental	UMCP
MA050	Developmental	Capitol College
MA050	Developmental	UMCP
MA051	Developmental	Towson
MA051	Developmental	Hood
MA051	Developmental	Frostburg
MA051	Developmental	UMUC
MA103	Grade below "C"	Clayton State College
MA103	Not equivalent to course at...	WVU
MA103	Grade below "C"	Frostburg
MA105	Not equivalent to course at...	Western MD.
MA105	Not equivalent to course at...	UMCP
MA105	Not equivalent to course at...	Western Maryland
MA110	Not equivalent to course at...	UMCP
MA110	Developmental	UMCP
MA110	Not equivalent to course at...	Towson
MA110	Grade below "C"	Mt. St. Mary's
MA110	Not equivalent to course at...	UMCP
MA110	Other-needed MA111 to be equal	Towson
MA110	Not equivalent to course at...	Towson
MA110	Not equivalent to course at...	Shippensburg
MA110	Not applicable to major	
MA110	Not equivalent to course at...	Shepherd
MA110	Not equivalent to course at...	James Madison
MA111	Grade below a "C"	Miscellaneous
MA111	Not equivalent to course at...	Towson
MA111	Above credit limit allowable	Hood
MA111	Not equivalent to course at...	James Madison
MA111	Not equivalent to course at...	Towson
MA115	Not equivalent to course at...	Mount Saint Mary's
MA115	Not equivalent to course at...	Western Maryland
MU101	Not applicable to major	Univ. South Florida
MU103	Not equivalent to course at...	Western Maryland
MU119	Not equivalent to course at...	Towson
OT103	Not applicable to major	Hood
OT103	Not equivalent to course at...	Hood

OT104	Not equivalent to course at...	Hood
OT107	Not transferrable	Towson
OT107	Not equivalent to course at...	Hood
OT107	Not equivalent to course at...	Hood
OT107	Not equivalent to course at...	Hood
OT107	Not equivalent to course at...	Hood
OT107	Not equivalent to course at...	Frostburg
OT109	Not equivalent to course at...	Hood
OT109	Not equivalent to course at...	Hood
OT109	Not equivalent to course at...	Hood
OT204	Not equivalent to course at...	Hood
OT207	Not equivalent to course at...	Hood
OT210	Not equivalent to course at...	UMBC
PC107	Not equivalent to course at...	Mount Saint Mary's
PC107	Not equivalent to course at...	Towson
PC107	Took it just to graduate AA	Shepherd
PE114	Not applicable to major	Mount Saint Mary's
PE114	No PE at ...	Capitol College
PE131	Not equivalent to course at...	Frostburg
PE131	Not equivalent to course at...	Rocky Mtn. College
PE131	Above credit limit allowable	College of Notre Dame
PE152	Not applicable to major	Mount Saint Mary's
PE154	Not equivalent to course at...	Shepherd
PE154	Not equivalent to course at...	UMBC
PE165	Above credit limit allowable	Frostburg
PE166	Not equivalent to course at...	MD Inst. College of Art
PE166	Not equivalent to course at...	St. Francis College
PE173	Above credit limit allowable	Frostburg
PE179	Not equivalent to course at...	UMBC
PE181	Not equivalent to course at...	UMBC
PE183	Not equivalent to course at...	UMBC
PH101	Above credit limit allowable	Towson
PH204	Grade below "C"	Mount Saint Mary's
PM101	Not offered at Hood	Hood
PM203	Not offered at Hood	Hood
PM206	Not offered at Hood	Hood
PM207	Not offered at Hood	Hood
PM211	Not equivalent to course at...	Frostburg
PM213	Not equivalent to course at...	Frostburg
PS101	Not equivalent to course at...	Shepherd
PS101	Grade below "C"	Hood
PS104	Not equivalent to course at...	Frostburg
PS104	Grade below "C"	UMCP
PS104	Grade below "C"	West Virginia U
PS206	Above credit limit allowable	Towson
PX101	Above credit limit allowable	Towson

PX101	Not equivalent to course at...	Western MD.
PY201	Not equivalent to course at...	Frostburg
PY201	Have to take PY202 also	Shepherd
PY201	Not equivalent to course at...	UMCP
PY203	Not equivalent to course at...	UMBC
PY204	Not equivalent to course at...	UMBC
SD100	Not equivalent to course at...	Hood
SD100	Not equivalent to course at...	MD Inst. College of Art
SD100	Not equivalent to course at...	Hood
SD100	Not equivalent to course at...	UMCP
SD100	Not equivalent to course at...	Hood
SD100	Not equivalent to course at...	WVU
SD100	Not equivalent to course at...	Univ. of Delaware
SD107	Not applicable to major	Hood
SD107	Not applicable to major	Hood
SS101	Grade below "C"	Frostburg
SS104	Not equivalent to course at...	Hood
SS104	Above credit limit allowable	Frostburg
SS107	Not equivalent to course at...	Hood

COMMENTS

Students are also asked to provide any written comments about their transfer experience.

Frostburg State University

I was very pleased and satisfied with the education and help which I received from FCC, and I have nothing but praise for every member of the faculty, staff, and administration of Frederick Community College. However, I am extremely displeased with every aspect of Frostburg State University. The entire administrative body is nothing less than self-serving bureaucrats, and much of the faculty is not worthy to lick the shoes of the professors at FCC. With the sole exception of my math and science classes I have learned absolutely nothing from my professors at FSU. During all of my collegiate career at FCC (nearly 3 years) I never gave thought to giving up and quitting college, but in just 2 months FSU has discouraged me to the point that I have given consideration to quitting school and never returning. I am currently applying for consideration of admission to the University of Maryland at College Park because of my dissatisfaction with FSU. In at least on case I, and many of my fellow classmates, feel very strongly that I have been the victim of discrimination because of my gender; I have physical evidence to substantiate this claim, and I am considering legal recourse with the American Civil Liberties Union against FSU at this time. I would highly recommend FCC to anyone without hesitation. Unfortunately, FSU can only be given my harshest criticism; FSU should be viewed only in the most loathsome and despicable manner possible, and I would urge all students to avoid the institution at all costs. You may print any or all of this statement in whatever publication you deem appropriate.

I was very pleased with the advising that I received while attending FCC. Thank you!

Would have liked to have known more about the core classes needed to graduate from Frostburg, so these would be out of the way to work on major. Was interested in Virginia Tech, but they would not accept any credits. Am very satisfied at Frostburg.

Know what transfer and try to get your electives to fulfill requirements at FSU.

I found rather slow in sending my final transcripts to FSU.

I had Marty Glenn ad my advisor-she's the best!!

I was pleased with MacIntosh computer classes-illustration. The writing lab also prepared me for higher education. I was pleased with the help I received.

Encourage students to decide where they are transferring early-in order to take appropriate classes.

The counselors are aware of FSU requirements. They repeatly told me that I had too many electives and I would lose them. All my electives transferred and requirements didn't.

Older, nontraditional students fall into a "black hole" between FCC and Frostburg. Students must register and be accepted at Frostburg to determine required courses. Yet they are dropped from Frostburg while taking lower level courses not offered at Frostburg (Hagerstown) since they are enrolled at FCC, not Frostburg. Yet FCC doesn't advise on Hagerstown - Frostburg requirements.

Advisors need to be more involved with the entire transfer process. It was very challenging for me because my advisor knew nothing (seemingly) about the transfer process. All knowledge was gained by advisors at FSU.

FCC requires MA111 as prerequisite for MA201, I needed for transfer. FSU counselor said I could take the required calculus course at HJC without a prerequisite of TRIG111. So I did and got a B. I don't think in all cases you should require TRIG and MA11. That's wasted time and money for some.

FCC was very helpful in making arrangements for my transfer to Frostburg State University ext in Hagerstown. I feel FCC helped eliminate the stress and worry that comes with making decisions about transferring to a four year college. "FCC is number one in my book."

Dave Hickman was my economics teacher at FCC. I feel he prepared me as well as I could be prepared. My currant professor has a doctorate degree and is one of FSU's best. Mr Hickman is just as good and even better in some cases. My EN101 class at FCC prepared me well.

So far I will have earned 31 credits from FCC, I still need Biology for a laboratory science to transfer to FSU so I will be taking that class at FCC in the fall semester. At completion I will have received 35 credit hours from FCC. Another requirement for FSU is MA210 that I will also need as a transfer class to FSU; I will be taking this at Hagerstown Junior College due to FCC's prerequisite for MA110-111. I have MA110 and that is all HJC requires.

I feel it is wrong for us to pay for our transcripts, our tuition should well pay for a copy and a stamp.

My advisor gave me all the options that I had. It made choosing to go back to college a lot easier.

Hood College

I am checking into whether or not some more credits can be transferred. As far as transferring counseling from FCC, they did tell me what classes would transfer and cover credits at Hood, but Hood counselors helped me most with transfer.

When I considered transferring to Hood I was told that if I had an AA or the equivalent Number if credits it would be accepted as Hood's core. However, it is not only the equivalent NUMBER of credits, but specific course which are accepted as courses required in Hood's core. This important detail was not made clear.

The advice regarding the transfer process at FCC was excellent and supportive. As a transfer student to Hood since the new administration I felt a lack of interest and instruction support starting my first semester. We're treated like the "step child" in the Hood system.

I believe you need to have yourself organized and know what you want from your education. The advisors and other staff members including Financial Aid staff, all were very helpful.

FCC's nurturing environment helped prepare me both academically and psychologically for the tougher road ahead-Hood College. I was always prepared when I went to my advising appointments and always felt that I was more prepared than my advisor. The one time she could have helped me by letting me know a class I was looking at taking would not transfer as core, she failed to check and I had to come back to take the core class.

Transfer students from FCC should not expect the friendliness and personalized help at Hood. Mt. St. Mary's faculty and staff are more responsive than Hood. Snobbishness at Hood not found elsewhere.

Any response relating to satisfaction with FCC is not a true indicator of FCC's services. I went to my academic advisor, but not to any transfer services offered by FCC so any problems incurred were totally my fault. I don't feel comfortable asking anyone for help so I never used FCC's resources.

I wish I had taken more studio art courses at FCC for a minor. FCC's art department is far superior to Hood's, lacking only in its inability to award a 4-year degree. Hood's program could be improved by use of a syllabus, organized lectures & critiques. Homework assignments that are followed up by formal critiques and reading assignments that consider the time that must be devoted to practical studio homework. I will try to work FCC Studio Art courses into my summer schedule. Hood's Psychology Department is as fantastic as FCC's. FCC is a wonderful college, and I was well prepared for Hood because of my FCC experience.

Suggest Part-time have counselors. Without myself taking the initiative and finding what/where I was completing my AA and what Hood required, I'd still be working on my AA (It took me 5 1/2 yrs on a part-time basis).

I received my AA at FCC and was told it would count towards Hood's CORE curriculum. However, I was not told of the CORE required for my major. I have to fulfill an additional five credits in science and three in math for my major. If I was aware of this prior to my graduation from FCC, I could have taken these extra classes at FCC.

I had to withdraw, I couldn't work 40 hours, go to school 3 days a week, go back to school in the evening for one hour of supplemental instruction for nights a week, plus keep a house. Can I come to FCC for the sciences I need that are taught at night? Hood has no sciences at night.

In my experience as a student at both FCC and Hood, I find that FCC structures its curriculum around the commuting student, where Hood does not. I enjoyed classes at FCC more. I believe that I am paying a great deal more at Hood for the same caliber of teaching.

FCC has a terrific Studio Arts Program. I am very upset that students who want to pursue a Liberal Arts education and, specifically, a career in the Graphic or Studio Arts will not find Hood College to be the place to transfer since the elimination of its Studio Art porgram is imminent! Can anyone stop this?

I had a wonderful experience at FCC however, I think the curriculum of Intro to Human Services should be changed to conform to Hood's standards.

While very satisfied and happy at FCC, there is a substantial difference in academic standards at Hood. Wasn't quite prepared for greater demands (amount of reading/Writing required).

I think these need to be a better transfer ratio from FCC to Hood. More FCC student to be aware of the Articulation Agreement for free courses. Not just new (after high school) students but returning students that do not go through orientation.

Please note: when taking classes at FCC I was already enrolled at Hood. I was only taking courses at FCC due to work related time restraints of equivalent courses at Hood (with consent from Hood's registers Office) therefor questions #5 and #6 are non-applicable, as well as #9.

I was unaware that becoming a member of the national honorary society for junior colleges would have afforded me a scholarship at Hood. Consequently I missed the opportunity for the fall and spring semesters. I have since joined the society and believe I will receive credit next fall.

FCC needs to inform students that two credit courses and "D"s aren't transferable. Also, Hood if big on research papers and at FCC you really aren't taught to do correct research papers.

I feel that the quality of education that I received at FCC provided a huge let down at Hood. FCC geared students for the real world; not a textbook.

I liked being able to take a Hood course because I was enrolled at FCC. It was immensely helpful at the time.

I received excellent advising from Mr. Osmann. I was very pleased that the program at FCC was so closely related.

FCC didn't really prepare me for transfer. I did all research on my own and "flew by the seat of my pants". The advising center was in no way helpful at any point during my enrollment. When approached about aiding me in finding a career path, I was told to "get in tune with my inner being". Give me a break. These people are supposed to be professionals and know how to assist people with their college careers. Instead they are a joke. More of the transfers I know were totally missed. Did you know that only two computer courses required for your A.A. in computer science transfer to Hood? Some of your students found that out upon transfer. Why didn't your staff tell them this?

My educational experience at FCC was terrific. I hated to leave. I have been well prepared to attend Hood. Anyone attending FCC can be assured of receiving a good education.

I have found everyone within the Hood community (including advisors,professors and fellow students) to be very receptive to the "FCC Transfer Adult Learner". Simply stating that you are an FCC AL seems to give you immediate status/respect. The articulation agreement combined with the legacy created by past FCC student's accomplishments at Hood, makes it very easy for a new transfer student - even a commuting AL to quickly become a true member of the Hood community.

I haven't been officially accepted yet, but have been told I should be accepted though their Adult Learning program.

FCC instructors really make learning fun for the most part. FCC instructors really worked with students to enable them to learn more. Hood instructors seem more "hard-nosed" and my current experience at Hood is that reviewing prior to and after exams is virtually non-existent so students have to spend more personal time seeking instructors help.

I wish I had more advising-I really just did everything on my own. The classes I took at FCC, in comparison with the classes I'm taking now at Hood, were much more advanced, up to date with equipment as well as teaching methods. Hood is archaic.

It would probably have been a good idea for me to take 200 level courses at FCC related to the CORE courses Hood offers. The shift from introductory to 300 level courses has been quite painful!

Principles of Accounting II at FCC is not at all like Principles II at Hood, which is managerial accounting. Principles II at FCC does not at all in any way prepare students for Cost Accounting at Hood. As a result, I have to take Principles II at Hood before I can take Cost, even though I have already taken Principles II at FCC.

My transfer was not as soon as I would have liked it to be due to my poor GPA my first year at FCC. However, by my last semester at FCC I made the Dean's List. All advisors I talked to took me at my word that I could handle it regardless of my past grades. Thank You!

The Fundamentals of Music class does not fulfill Hood's Music Appreciation.

I am extremely pleased with the academic preparation I received while at FCC. I think FCC has some excellent professors.

James Madison University

For the most part while I was at FCC I had excellent teachers. During the year while at FCC I can't think of one teacher which I didn't like. Not only did I like them, but they were excellent at what they did. While at James Madison I have teachers why may know the material but are not able to teach it. I had several very poor teachers. The teachers are not as willing to give the extra help needed as the teachers which I encountered at FCC. Once again I am so glad I went to FCC for my first year of college not only because it is affordable, but it provided me with a good education.

Mount St. Mary's College

I wish I were back at FCC!

Make workload and exam schedules more realistic of a four-year school!

I feel as if FCC prepared me very well for my transfer to Mt. St. Mary's. I have had a very smooth transition and FCC had a great deal to do with that.

47

For transfer to MSM, earning the associates degree is not only unnecessary, but would actually have slowed my progression towards graduation. The info I received from FCC advisors was very inaccurate and I highly recommend that FCC students planning to transfer, go to MSM and follow their advising guidelines.

Everything FCC did to prepare me was wonderful (in the advisement section). However, some classes that I took at FCC (that were requirements needed at the Mount) were poorly taught. This caused me to have a lack of knowledge in that subject area which is vital to other requirements that I am currently taking at MSM!! Western Civilization, I didn't learn anything that I needed to.

FCC should have the class schedules and classes accepted by the Mount in a booklet on-hand, that is current, instead of just relying on computer information.

I completed my A.A. in Human Services at FCC in 1988, not expecting to earn a B.A. Through I am enrolled at Mt. Saint Mary's in a somewhat different curriculum, they have accepted all of my credits. I am very pleased. I also feel that I received an excellent preparatory education at FCC.

I felt I had many fine teachers at FCC who helped prepare me for transfer and I am fortunate in that I am a strong writer. FCC could improve by including more essay type examinations so students would be more comfortable with essay exams after transfer. The Mount does not require a public speaking class in its education program and I felt that was a most valuable class in which I was required to take at FCC as it has helped me many times in many classes.

Everything was great and I'm happy I had such a successful transfer. Thank you.

Most of my credits transferred but there were many that I was advised to take at FCC that I did not need at the Mount and I wasted a lot of time and money on them.

More advisement about Mt. St. Marys core curriculum. It would have helped to take some courses at FCC.

I recommend going two years at FCC to others. My sister is at TJHS in 11th grade and <u>will not</u> think of it. She's going to miss FCC and pay more! I would go all four years if you had the program!

FCC should play a part in the coordination of assigning advisors at MSM. It was like starting at square one when I walked in the admissions office; and the people aren't very helpful.

The student-exchange program between Mt. St. Mary's and FCC was very helpful to get in courses at the Mount that are only offered once every two years. The exchange program also make transferring easier and provides the student with the ability to take courses at the Mount which are not available at FCC.

Good program that effectively replaces first two years at Mt. St. Mary's.

Overall, I am satisfied with the education I received from FCC. It is a well-organized and high-quality institution.

Salisbury State University

Overall I'm satisfied with my course work at FCC-I didn't get much help with advising or when I did get help- some advisors not sure of what courses would transfer and be accepted.

I received a lot of help from Mrs. Slater, English teacher, concerning transferring and educational. I really benefitted from attending FCC first. You guys do a great job.

Shepherd College

Suggest to anyone transferring to get transcript evaluations before registering any classes.

The only real problem that I have is not many of my classes transferred as free electives since I was unsure of my major at FCC. Some of the general studies requirements differ (ie. 2 consecutive sciences, Intro to Visual Arts, Government, etc.) and they have put me back a bit. Though during the summer I will be returning to FCC to take a course or two to catch up because I enjoy classes at FCC.

FCC needs to look better at the schools most students transfer to and provide better direction. Update classes so that in the main areas of concentration at the other schools FCC meets criteria.

My experience at FCC was a good one. The problems I have encountered are the ones that can only be resolved by Shepherd College.

Advise students strongly to make a firm choice on the school they wish to transfer to at the beginning of their enrollment at FCC.

The numbering system does not match exactly. However, I was able to obtain credit acceptance through the Shepherd College Department Heads. FCC Art 104 had to be authorized for Shepherd Art 104. FCC PE 181 (golf) had to be authorized for Shepherd GSPE 151. Overall, I was quite pleased. Dr. Burgo was very helpful in answering my questions. I was recently severed from my full time job. It has been a major change going to school full-time at forty+ years of age. Extra effort by FCC instructors: Marty Crabbs in Accounting I. Approx. eight of us stayed after class on several occasions for extra help. Artie Esworthy in Intro to Business. My first class ever. He put everyone at ease. Chris Helfrich in Study Skills. I spoke with Chris many times about improving my study skills. I have a comprehension problem, but I tried to overcome it. She was great!

I really enjoyed my experience while at FCC. I found the instructors were extremely professional and student oriented. I highly recommend FCC.

The program which provides instate tuition for transferring students should be applicable in circumstances like mine. I already graduated from Shepherd College with a B.A. degree and I am returning for another degree. Based on my grade point average, I still should have been considered in the in-state tuition program.

I appreciated the student advisors letting me take CHEM102 and PHYS212 without the first semester requirements, since my high school credits did transfer.

Shepherd has very specific classes required. Upon learning that I wanted to attend there, my advisor wasn't very clear on what course of action for me to take. I received a FCC Pre-Nursing AA, I should have majored in General Studies and tailored my program for transfer-I know that now, too late unfortunately. It would be nice if other students could avoid this in the future.

I feel very fortunate to have received an excellent education at FCC. Beginning at FCC I feel helped me to make the transition from high school to college very easily. I also only have good things to say about all of my teachers at FCC. I do miss the personal attention that I got at FCC from my teachers and I am finding my teachers at Shepherd to me the complete opposite.

Counselors at FCC should be aware of requirements for Shepherd majors so as to advise what courses should/could be taken ahead of time at FCC. (ie: Shepherd requires 12 foreign language credits for many majors.)

I think if FCC courses are legitimate college courses, then Shepherd should accept them as they stand instead of putting restrictions such as you must take both classes to get the credit.

Shippensburg

Mr. Boyd's classes helped me at Ship the most. He is an outstanding teacher.

Towson State University

My advisor here at FCC was extremely helpful. My advisor at Towson is extremely unhelpful. I have recently consulted my FCC advisor about my classes for next semester because my TSU advisor left me absolutely confused.

Many of the course instructors at FCC went to great pains to ensure that their students were academically prepared to transfer to a four year institution. If it were not for teachers such as Mr. Michael Powell, Dr. Albert Samuel, Mrs. Linda Walsh, and others, my writing and analytical skills would have been less than acceptable.

The two institutions should coordinate their fundamental requirements better.

Early Childhood Development is not required for Elementary Ed. majors. Math 205 transfers as 3 credits for a 2 part 8 credit class. Need to make Elem. Math 2 sections.

The reading and writing requirements (relating to research papers) of several of my FCC classes prepared me immeasurably for my classes at TSU, where all of my classes require a 15 term paper plus a 5-6 page essay papers per question per test.

English 101 and 102 are considered as one course at Towson because I transferred EN102 from FCC. Towson could not accept my A.P. credit for EN101. Unfortunately, the AP credit could not be taken as an elective credit either. Towson's general university requirements transfer options for MD Associate Degree students in relation to FCC's program is excellent. Also, several elective courses I took at FCC counted as Towson course credit, although not for upper level hours, they provided important and convient prerequisite credits.

I don't feel that FCC prepared me for all the reading that is required at a 4-year school.

Going to FCC prepared me very well for transfer to Towson. The curriculum was set up very similar. I was very satisfied with the quality of the teachers at FCC, almost all of the ones I had were of a very good caliber.

I attended FCC for 3 years and was very satisfied with every year. Pat Sumner was my advisor for all 3 years. She's helped me very much to choose courses and to transfer here to Towson State. The transfer here to Towson was very easy since I earned an Associate's degree from FCC.

The transfer option was essential to the alleviation of numerous amounts of stress! Glad I had one.

I met with counselor Debbie Martin who was very helpful and thorough. I also used the ARTYS computer system which was very helpful and convenient.

I was new to Maryland and did not know what colleges were around here. I came from Washington State. I focused on Hood and Mt. St. Mary's because of their location, only to find I could not afford them. At the last minute, I decided on Towson. I wish I had spoken with the advisor about this specific problem and had her tell me about nearby colleges, costs, etc. At this time, I was unaware of the situation (that I was ineligible for enough financial aid).

FCC was a good stepping stone. However, there was no structure or organization or assistance for my transfer. It was very confusing.

Towson does not offer many scholarships for transfer students. I received MD state scholarship funds as well as federal grant assistance. Transfers from FCC to Towson should be encouraged to seek community-organization based scholarships locally, if possible.

FCC was a great transition from high school to a large university like Towson State.

Some of my answers like number 3 and 8 contradict each other because I changed majors when I applied to Towson. All of my credits transferred, except one class but not into the program.

I think the transfer options are a great idea and starting at a community college is definitely a good way to learn skills needed to study with the many distractors at college living on campus.

Towson seems harder! I study my head off and am still getting "C's", which are <u>not</u> acceptable grades to me.

To choose a personal advisor at Towson State before you transfer.

Students need to be aware that when they transfer they need a financial aid transcript before apply or renewing aid.

The transfer sheets showing equivalent transferrable curses were helpful. I was able to accurately determine what classes I needed using those and the TSU catalog. Advising was moderately helpful in that the advisor was able to use the computer to determine course transferability. As a junior with an AA degree entering TSU, I felt orientation was unnecessary. With limited course choices, it also limited my ability to register for my needed classes. Perhaps it would be better if students were notified that TRIAD (TSU Orientation) is not totally necessary enabling them to register early and get needed classes since most leaving FCC are juniors and have limited choices as to courses.

The pre-nursing program at FCC was not equivalent to the program at TSU. It took me one year (one semester at FCC and one at TSU) to have the right classes for nursing at TSU in addition to the two years I spent at FCC. FCC should try to make pre-nursing closer to the curriculum at Maryland state schools.

University of Baltimore

Unfortunately, my dissatisfaction with Univ. of Balto. has to do with the amount of attention (lack of) spent on teaching material to the students. I'm afraid I was spoiled at FCC because of the attention instructors gave to actually teaching the students. The quality of instructors at FCC is superior to those at U of B.

I'm finding that our EN101, 102 helped me to write term papers just the way University of Baltimore wants us to write them.

University of Maryland Baltimore County

The courses at FCC did not require as much of reading and writing assignments as UMBC does. Which I was not prepared for. The courses at FCC did provide the same material as UMBC.

UMBC requires Physics I, II, III. If you follow all FCC catalog you do not get Physics 205. UMBC will accredit all three 203, 204, and 205, but they do not want to accept the first two without the third. UMBC requires 2 PE courses of 1 1/2 credits ea. FCC's PE are one credit courses and will not substitute directly at UMBC.

The personnel in the offices of Registration and Admissions are very helpful.

I am working full-time and only taking courses in the evening at UMBC. American University awarded my B.A. degree in 1989. I am not really transferring for any purpose but to get priority to register for classes.

My only concern is how well I will do in Organic Chemistry based on inorganic chemistry knowledge learned at FCC-in Biology 101-the teaching (with Mr. Peters) was excellent so that I am doing well in Genetics (BIOL302). So-we'll see-also the math lab at FCC was a tremendous help for me in math-algebra/trig./calculus!!

FCC was good preparation for UMBC. I was very impressed with the skill and dedication of my instructors as well as the advising staff (Debbie Martin was especially *h*elpful on several occassions!) Especially after having attended Montgomery College-Rockville, I found FCC to be a top notch community college.

The job service at FCC is exemplary compared to UMBC as the advising curriculum. FCC takes charge and assigns to new students and UMBC expects you to know everything about the procedures in your first semester.

FCC was too much like high school, thus, the "atmosphere" and expectations at UMBC came as a shock. The classes at FCC were <u>too</u> supervised (like high school), four year college classes are harder and have less supervision.

<u>University of Maryland College Park</u>

I would simply like to point out the immeasurable assistance of a particular FCC professor. Professor Michael Boyd provided assistance and support that enabled me to be successful both at FCC and in successfully transferring. The concern and care he provides his students is remarkable to say the least. Having had many a professor I say simply he has the most professional, thoughtful, and involved traits that are sometimes scarce in the college environment. I sincerely hope he is recognized for the successes he has inspired in me and other Criminal Justice majors.

Lower level courses at FCC did not meet University of Maryland CORE General Studies requirements' Especially distributive studies. Humanities, Arts, and Social Science.

My transfer went very smoothly with no problems relating to transfer of the credits that I had expected to transfer. Advising at FCC was well informed and helped me along the way. I feel, so far, very well prepared for my classes at UMCP. Thank you!

My transfer adjustment concerning FCC was wonderful. I could not have asked for anything more. I am also very pleased with my educational experience that I received from FCC. On the other hand, I do not feel the same about University of Maryland.

I was unaware that AP Credits would only transfer as lower level electives at UMCP, or I would have taken these classes at FCC. Although I had AP Credits from high school, I was told they would be equivalent and would be accepted for the same classes. They were not.

I enjoyed the professors at FCC, more so, than any of my others. They were caring and there because they wanted to be (all had prestigious universities degrees) they got me excited about learning. As far as transferring I didn't know what resources FCC had so I did it on own.

Although all my credits transferred, about 18 do not fulfill my requirements for my major. One of these classes, Elem. Statistics transfers to UMCP as BMGT 230 as a business math course, which is not what I learned. Statistics at FCC should transfer as statistics at UMCP. I recommend this matter be looked into by FCC and UMCP.

Be prepared to be cheated by the UMCP financially! Especially the dinning facility. This [service] is really bad, a total rip-off.

The math dept. did not prepare for the class work at UMCP. The difficult work was skipped. At UMCP you have to be able to do it.

I didn't know that I was transferring to UMCP while at FCC so my curriculum doesn't really match what I am doing at UMCP, but FCC helped me a lot. I would recommend it to anyone just out of high school not having a good idea of their future.

I am very much satisfied, studying at FCC because staff was very cooperative and good. At the same time I am very satisfied with the QUICK RESPONSE AND TRANSFER SYSTEM OF FCC.

The advisors may want to be more helpful at getting students in classes which will actually transfer to the college which they plan on transferring to.

The courses at Maryland are more in depth and the homework is collected, which I like because it ensures learning of the material.

Everything was very smooth and straight forward. No confusion or complications.

University of Maryland University College

I had no problems transferring-in fact it went very smoothly and I did not lose any credits. As far as advising, Pat Sumner is great. She helped me a great deal.

I attended FCC during 1984-1986. During that time I was pleased with my experience at FCC.

Initial counseling did not consider fulfillment requirements needed for "possibility" of decision to continue program for BA. Discussions were made by myself to transfer to Frostburg at Hagerstown only to find out upon graduation from FCC that Frostburg would not accept exisiting credits or I had not met requirements- needed 15 more. Had I realized this, I would addressed problem sooner and taken credits needed for entry into Frostburg at Hagerstown. University College seems to have worked out better at this point in time.

I found the new procedure for requesting transcripts to be simpler. Nice change.

The classes that I had at FCC gave me a great base upon which to build my future education on. The teachers were wonderful.

West Virginia University

I was very pleased to discover WVU would accept all my credits and they could be used towards my major.

FCC has some good teachers and some not so good teachers - as does WVU. My transfer from community college to a four-year school was smooth and much of it I owe to FCC.

Western Maryland College

One major complaint which is as follows: I requested advice on a math course that would transfer to any college (at that time I was undecided on major and college). Math 105, math for the elementary teacher, was recommended. I later found most colleges prefer Algebra as the math credit.

It would have been better if I would have known classes I took would not transfer before I took them and my transcript from FCC gave WMC the wrong major and minor.

Trying to have transcripts sent (financial and academic) was very frustrating. The phone system at FCC in a 3 week period cost me over $68. I would be transferred to a department and be disconnected, or get the same message; press the # needed and receive voice mail and be disconnected. After all of this I had to have WMC call before I received the transcripts.

Miscellaneous

My first semester at FCC I was undecided as to my major, as well as the career I was going to attain with that degree. Unfortunately, none of the advisors at FCC want to be bothered by someone who doesn't already have their life planned out ahead of them. I was extremely disappointed by the advisement staff, or lack thereof at FCC.

The availability of night courses was much appreciated and very helpful in allowing me to work and go to school.

It would have been very helpful to have completed the CH102 and Organic Chem in order to get my AA there. I'm still not sure how I am going to come up with those here. I am now taking a very intensive aquatic chem. course. I wonder if it will qualify for credits there. I will be deserving some upper div. credit this spring.

Changed major at current college/which affected number of transferrable credits!!

Thank you for providing a college with course content equivalent to that of a college one would transfer to. I have been prepared fully for college away from home. This could not have been accomplished without first attending Frederick Community College.

The advising staff at FCC suggested the Business Transfer curriculum and it proved ideal in my circumstance. I would encourage FCC to obtain information on the College of Notre Dame of Maryland. They have a wonderful adult program.

Interesting classes; great instructors at FCC.

I was very satisfied with the education I received from FCC. I felt I was prepared well, but the courses at my new school are much harder.

FCC does not have very good advisors. I started taking classes at FCC when I turned 40 years old with only a high school diploma and little work experience. Their advice was to take what I wanted and to enjoy my college experience. I needed guidance as to what class to take so I could get a better job and support myself.

I think the teachers at FCC provide one on one teaching which helps. Whereas, here if you have trouble you have to get a tutor. I just wanted to thank all the teachers that helped me along. It really helps.

I feel the teachers at FCC did an excellent job in preparing me for a four year school. I especially would like to thank Mrs. Laura Frances Mayo for her generous, sincere help in this process.

FCC's affordable tuition and great academic program made it possible for me to pick the four-year college of my choice. It was because of FCC I earned my academic scholarship. I think that FCC is a great opportunity for anyone considering college.

I didn't really deal with an advisor.

Records transfer went very smoothly I didn't talk to any one about transferring.

I took PC107 as the necessary science requirement to transfer, knowing that I would have to repeat it.

I needed my final records by 6/10 for application to the tuition waiver program. The admissions office handled my records very quickly and efficiently. I even received a follow up call that was to ensure that everything was handled correctly. I was very impressed.

Attending FCC was very helpful in preparing me for college at a four-year institution.

I felt that the math program at FCC could have been a little more helpful to engineering students. Classes not being offered and/or being cancelled at the last minute really held up my transfer progress. It seemed like your program neglected engineers and promoted nursing?

I was not prepared academically for a rigorous 4 year school. I had no real study habits or experience to fall back on. Some of it is my fault-I did not challenge myself enough. Penn State has solved that problem-I am very challenged now.

I was placed in two non-credit classes that I felt I should not have been in. That put me behind 8 credits. They did not help me any.

Make sure you keep up to date on catalogs and requirements. I wasn't as prepared as I thought.

I was selected by the Women in Construction for a $500 scholarship while attending FCC. I received half of this amount and never heard from them again. The construction management course I registered for was renamed from project management. I dropped and re-registered for accounting I. I kept my part of the bargain. Why would FCC let this organization promise an award and not follow through with it? Could you send me the address of the Women in Construction, so I could return the $250 they gave me.

I found the "transfer days" which were held in the Cougar Cafe very helpful. The area college representatives were very knowledgeable and were able to answer all of my questions.

The math program needs drastic improvement.

I really appreciate the education I received at FCC. It was very helpful in getting me in the "college mode". I would even consider returning to FCC in the future. It was a great way to gain a first college experience.

Since I was unaware of a major at FCC and took General Studies, I now have to stay at my current university longer to complete my major classes. I suggest that advisors at FCC strongly suggest the career class for students who are just entering FCC and aren't sure of a major and suggest they enroll in the class their first or second semester.

Even though my chemistry 101 transferred it was not equal to basic chemistry at BGSU. It was equal to introduction to chemistry. I felt I did a lot of work for the class and it was hard. Maybe revision of the course description will reflect the work done for this class.

The transfer from FCC to Maryland University was extremely easy and was not very time consuming.

My acceptance into U of MD System was based upon my excellent grades from Defense Language Institute at the Presidio of Montery, CA and not FCC. The Russian Language program at DLI is the premier program in the world.

I was not ready for a four-year school when I graduated from high school. FCC did an excellent job preparing me for a University.

I think overall FCC did a very good job for me to prepare my goals. Because FCC is such a small college, there is some lack of equipment to demonstrate the course as it relates to topics especially in physics labs.

Excellent place to take courses for transfer credit.

Credits should be easier to transfer.

I'd hardly call it a "transfer"! I took several courses at FCC in 1990/91 (while a senior in high school) and am only now going to college seriously.

To make transferring to USF easier, you must transfer with 60 or more credits or you are evaluated based on your high school transcript and may not qualify for enrollment. I have to take 3 credits at a community college to qualify-no exceptions. Otherwise they require any items not easy for an adult with children to perform. FCC never sent my final semester grades to USF even though I had checked to wait until semester grades were in to send transcripts. My last semester there was Fall 1994. (**Note**: FCC did send transcript and it was received by USF)

Please inform Adult students about the University of Phoenix on-line campus programs. They can be reached at (800) 388-5463.

SUMMARY

Number of Transfer Students

The rate and the total number of students who transfer successfully from Frederick Community College to four-year colleges and universities have continued to increase since the inception of the Transfer Tracking System in 1990. While the overall enrollment at the college has increased 5% over the past six years, the number of successful transfer students has increased 34%.

This increase is partially explained by the continuing growth in the proportion of students enrolling at FCC over that period of time indicating "Preparation for Transfer to a Four-year College" is the primary reason for attending. From 1990 to 1996 this reported reason for attending has increased from 26.2% to 37.6%.

Transfer Rate

The transfer rate calculation tells us that in the past two years more than one-third of all students enrolled having earned at least twelve credits and indicating "Preparation for Transfer" as their main reason for attending will successfully transfer to a four-year college or university. Within this population, there will be many students having earned at least twelve credits who will postpone transfer until they have accumulated a great many more credits. The typical FCC transfer student does not transfer until completing at least five semesters and having earned at least fifty credits. As FCC's enrollment has stabilized over the past four years and the proportion of students with transfer plans has increased, our transfer rate has increased. If, in the future, the college was to experience a significant increase in the number of part-time students or students enrolling in career programs without transfer plans, the transfer rate would decrease even if the total number of students transferring remained the same.

Student Success after Transfer

Community college grade point average and total number of credits completed prior to transfer are positively associated with higher persistence and baccalaureate degree completion rates. This survey indicates that FCC transfer students continue to maintain high average credits transferred (50) and average GPA (3.10). In addition, nearly one-half of all FCC transfer students have earned the associate degree prior to transfer. This provides continued support for the view that FCC transfer students have a high probability of achieving academic success and baccalaureate degree attainment after transfer.

Contribution to Baccalaureate Attainment

Frederick County is one of the few jurisdictions in the State of Maryland not served by a upper-division branch of the University of Maryland System. FCC transfer students do not have the benefit of an convenient commute to a state-supported baccalaureate program. Therefore, FCC's contribution to baccalaureate degree attainment by the citizens of Frederick County includes a significant amount of transfer to in-state private and out-of-state colleges and universities. Transfer to UMS institutions accounts for less than 45% of all transfer activity by FCC students. Among the top ten transfer

institutions chosen by our students, two are out-of-state and two are in-state private colleges. If we were to depend solely on the UMS tracking system to evaluate the effectiveness of our transfer function, we would be overlooking more than one-half of our total transfer activity.

Credit Loss

Nearly one-half (49.2%) of all FCC successful transfer students report losing no credits in transfer. Eighty percent report losing less than seven. Of those students reporting losing more than seven credits in transfer, two-thirds earned more than 61 credits prior to transfer (60 credits bring the generally accepted maximum standard). In those rare instances when students report losing more than 13 credits (7.8%), the majority of cases involve students attempting to transfer after earning career or technical, non-transfer Associate in Science or Associate in Applied Science degree programs.

FCC Courses That Pose Transfer Problems

Students frequently cite problems in the transfer evaluation process involving FCC courses that run counter to known articulation agreements. If these reports from students are assumed to be accurate, then it would appear that independent and arbitrary judgements on the transferability of courses from community colleges continue to be made by four-year colleges and universities that violate published transfer agreements. It is anticipated that the implementation of the new, statewide general education standards and transfer agreement will virtually eliminate general education credit loss by Maryland community college students transferring to UMS institutions.

In addition, there are courses within the FCC curriculum that continue to cause some students transfer difficulty even though these courses are not recommended for transfer to specific four-year colleges by FCC advisors. In most cases the "problem" courses are required pre-requisites for other transferrable FCC courses or are required courses in FCC associate degree programs. Some of these courses have satisfied old FCC general education categories. For the current reporting period, the following courses were reported most often as not transferring because the course, "was not equivalent to course at _____ (college/university):" MA 110, SD100, BI 101, and HE 204.

Satisfaction With FCC Transfer Services

Over the six year span of the Successful Transfer Survey, the level of student satisfaction with FCC transfer advising has received considerable attention. Through the first four years of the study, this area had received the lowest overall satisfaction rate. However, since 1993, the proportion of students indicating "very satisfied" on this question has increased from 20.5% to 33.7% in 1996. Overall satisfaction rate has risen to 82.4%. In 1991/92, those students reporting that they were "very satisfied" equaled those who indicted those who were "not satisfied."

There are several possible explanations for the improvement in this response. The Counseling Office has, in recent years, made considerable efforts to improve the overall advising skill of staff by sponsoring Advisor Training sessions. These bi-yearly seminars have been well-attended and provide a thorough training in basic and advanced advising techniques. Transfer advising is a significant component of the Advisor Training sessions. Also, the Counseling Office has provided each advisor with a comprehensive advising manual that is updated periodically through the year. This manual features individual articulation agreements with a number of the colleges and universities most

frequently selected by our transfer students. Within the past three years, the computerized transfer and articulation network know as "ARTSYS" has been installed on the personal computer of every advisor. This feature allows each advisor to provide instant course and program articulation for all UMS institutions and a number of other private colleges in Maryland. It is reasonable to conclude that these efforts have resulted in more confident and accurate transfer advising and that student satisfaction has increased accordingly.

Successful Transfer by Minority Students

Even though the percentage of students in the overall FCC population indicating a racial or ethnic code other than "white" has increased from 7.5% to 12.2% since 1990, the percentage of minority students in the overall transfer population over the same period of time has remained virtually stable. Minority students report a nearly identical desire to transfer as do other students. In the Fall 1996 semester, the overall reported "intent to transfer" rate was 37.6% (the "intent to transfer" rate is higher for students who have earned 12 credits or more). For minority students, the reported rate was 37.1%. This data would suggest that there remain barriers to transfer that have a greater impact on minority students that other students.